

BPHY415 Teaching Invasion Games

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This module aims to make course candidates more fluent with the games / tactical approach rather than the traditional skill-based approach. It aims to elicit basic tactical approaches which will help students function in a game mainly about understanding space and time. It also needs to show how the required skills such as passing, shooting, dribbling ... are taught within a game approach model. This module will focus on football to give a deep understanding in one team game. However, the course participants will learn to sample this game upon other invasion games such as basketball, handball and rugby.

By the end of this module, the learner will be able to:

Competences

- a. devise a PE lesson for an invasion game using a tactical approach model;
- b. conduct a PE lesson using small-sided games and draw out the technical component from the tactical component;
- c. manage and execute all the four functions of the game: attack, negative transition, defence and positive transition;
- d. assess the learners' progress.

Knowledge

- a. identify the main outcomes for each of the four functions of the game;
- b. determine how students need to go through the progressions and differentiating situations such as 3v3 or 2v2+2 for less advanced learners who will work on the inherent numerical advantage;
- c. identify the progress of the learners and determine what to do next to help scaffold on existing competences.

Skills

- a. practice in line with the expected outcomes;
- b. demonstrate if and when learners have difficulty in moving forward (however questioning is advocated over direct instruction);
- c. create situations which are age and level appropriate and support the learners.

Assessment Methods

This module will be assessed through: Lesson Plans, related activities and assingment

Suggested Readings

Core Reading List:

1. Griffin L.L. & Butler J.I. (2005) *Teaching Games for Understanding - Theory, Research & Practice*. Human Kinetics.
2. Butler J.I. & Griffin L.L., (2010) *More Teaching Games for Understanding - Moving Globally*. Human Kinetics
3. Mitchell, S.A., Oslin, J.L., Griffin L.L. (2013). *Teaching Sport Concepts and Skills: A Tactical Games Approach for Ages 7 to 18*. Human Kinetics.
4. Bonaccorso, S. (2001). *Coaching Soccer: Planning Technical & Tactical Training: 10-15 year olds*. Reedswnain
5. Wein H. (2001). *Developing Youth Soccer Players – Coach better with the soccer Development Model*. Reedswnain
6. Wein H. (2004) *Developing Game Intelligence in Soccer*. Reedswnain
7. Snow, S. (2011) *Coaching Youth Soccer*. 5th edition. Human Kinetics

Supplementary Reading List:

1. Launder A.G. (2001). *Play Practice - The Games Approach to Teaching and Coaching Sports*. Human Kinetics
2. McKnight, D & Pletka R. (2008). *Soccer is a Thinking Game – A simple approach to coaching youth soccer (ages 5-12)*. iUniverse, Inc.
3. Harvey, S. & Hughes, C (2009). *Teaching & Assessing Tag Rugby Made simple*. In *Strategies*, Vol 22(4), pp. 17-28.